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ABSTRACT

This bibliography lists publications concerned with bilingual education and immersion programs and how they are used in and outside of Canada. In the beginning, an overview is provided of publications from related disciplines that have brought crucial recognition to the fields of bilingual and immersion education. These include: second and foreign language acquisition; psycholinguistics; brain hemisphere research; bilingualism; bilingual upbringing; communicative foreign language learning; and content-based foreign language learning. The main body of the bibliography is primarily arranged geographically, with a larger section on Canada, which is divided in more specific sections. The other geographic areas covered include: Africa; Asia; Australia; Latin America; United States; and Europe, which is divided into sections on Belgium, Finland, France, Holland, Ireland, Luxembourg, Austria, Sweden, Switzerland, Spain, Wales, and Germany. The entries in the bibliography are published in the langauge of their origin. (AMB)

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Informationshefte zum
Lernen in der Fremdsprache

Heft 3

ED 380 982

Ernst Endt

Immersion und Bilingualer Unterricht: Eine Bibliographie

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Immersion und Bilingualer Unterricht:

Eine Bibliographie

Informationshefte zum Lernen in der Fremdsprache

Herausgeber:

Hans Hunfeld (Eichstätt) und Henning Wode (Kiel)

Heft 1:
Henning Wode: *Immersion: Mehrsprachigkeit durch mehrsprachigen Unterricht* (Eichstätt 1990)

Heft 2:
Henning Wode und Petra Burmeister (Hrsg.): *Erfahrungen aus der Praxis bilingualen Unterrichts: ausgewählte Beiträge vom Symposium „Mehrsprachiger Unterricht in Europa“* (Kiel 1990)

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Ernst Endt

Immersion und Bilingualer Unterricht:

Eine Bibliographie

Eichstätt
(1992)

Vorwort

Eine sich radikal wandelnde Welt (Europa 1992; weltweites Näherrücken der Länder) verlangt bessere und umfassendere Fremdsprachenkenntnisse als bisher. Konventioneller Fremdsprachenunterricht allein wird diesen Herausforderungen nicht genügen können; neue Lehrmethoden werden ihn ergänzen müssen. Hier bietet sich ein didaktisches Prinzip an, das die zu lehrende Fremdsprache nicht länger nur als Unterrichtsgegenstand auffaßt, sondern als Medium nutzt, um Sachinhalte zu vermitteln. Dieses Konzept hat sich in verschiedenen Varianten weltweit bewährt: die bekannteste und wissenschaftlich am besten und vollständigsten dokumentierte Form stellt der 'Immersion'-Ansatz in Kanada dar. Daneben gibt es in Deutschland zum Teil schon seit vielen Jahren sogenannte bilinguale Zweige an Gymnasien und Realschulen.

Die vorliegende Bibliographie ist in diesem Kontext zu sehen: sie ist als Anstoß und Hilfe für Interessierte in Wissenschaft und Praxis gedacht. Sie ist entstanden im Rahmen des Forschungsprojektes EKIB (Eichstätt-Kieler Projekt zu Immersion und bilingualem Unterricht), das im September 1990 von Professor Dr. Hans Hunfeld (Eichstätt) und Professor Dr. Henning Wode (Kiel) ins Leben gerufen wurde. Dieses Projekt soll die Idee des bilingualen Unterrichts auf eine breitere Plattform stellen. Arbeitsschwerpunkte sind unter anderem die wissenschaftliche Evaluation eines bilingualen Schulversuches an fünf Gymnasien in Schleswig-Holstein und die Einrichtung eines europaweiten Netzwerkes, das dem Austausch von Informationen und Erfahrungen interessierter Kolleginnen und Kollegen dient. Die Kommunikation in diesem Kontaktnetz findet mit Hilfe des EKIB-Newsletters statt, der in der Zwischenzeit in einer Auflage von 400 Stück erscheint. In Eichstätt ist das Immersion-Projekt eines der Bestandteile eines umfassenderen Konzeptes, das auch den Fremdsprachenfrühbeginn miteinbezieht. Sowohl Immersion als auch [illegible] Fremdsprachenunterricht sind

allerdings mehr als nur Bestandteile eines 'Werkzeugkastens', mit deren Hilfe eine rein technische und instrumentelle Beherrschung von Fremdsprachen angestrebt werden soll. Vielmehr sollen Immersion und Fremdsprachenfrühbeginn Eckpfeiler eines hermeneutisch orientierten Fremdsprachenunterrichts bilden, der dem Gedanken der 'Normalität des Fremden', wie er von Hans Hunfeld postuliert wird, gerecht wird.

Ein solches Forschungsprojekt kostet Geld. Die vorliegende Bibliographie hätte nicht erstellt werden können, wenn nicht die entsprechenden Mittel bereit gestanden wären. An vorderster Stelle gebührt deshalb der Maximilian-Bickhoff-Stiftung und der Katholischen Universität Eichstätt großer Dank, die durch einen großzügigen finanziellen Beitrag die Einrichtung meiner Stelle und den Druck der vorliegenden Bibliographie ermöglicht haben. Weiterer Dank gilt den Initiatoren des EKIB-Projektes, die nicht nur inhaltlich, sondern auch organisatorisch das Vorhaben auf den Weg gebracht haben. Dank gebührt auch meiner Kollegin Dr. Angelika Kubanek-German, die jederzeit mit Rat zur Seite stand. Die Kompilation einer Bibliographie setzt mühevolle und zeitraubende Recherchen voraus. Der vorliegende Band wäre nicht denkbar ohne die engagierte Mitarbeit von Marion Schiller und Norbert Probst, zwei studentischen Mitarbeitern, die mit großer Sorgfalt die bibliographischen Daten zusammentrugen. Auch ihnen gilt mein herzlicher Dank.

Eichstätt, August 1992

Einführung

1.Stellenwert der Bibliographie

Die vorliegende Bibliographie ist nicht der erste Versuch, Publikationen zum Thema 'Immersion und bilingualer Unterricht' zusammenzufassen. Vor allem in Kanada, dem Ursprungsland des Immersion-Unterrichts, sind einige Bibliographien und Literaturzusammenstellungen verfügbar (vgl. Kapitel 1). Außerdem enthalten die wichtigen Immersion-Monographien umfangreiche Literaturhinweise. Trotzdem erscheint die Erarbeitung einer Bibliographie, die auch die Immersion-Literatur enthält, wichtig, denn sie zielt auf den deutschen Benutzer. Für diesen sind die kanadischen und US-amerikanischen Bibliographien nicht immer leicht zugänglich. Sie ist der erste Versuch, den gesamten Bestand der Literatur zu diesem Thema zu erfassen. Diese Arbeit ist als zentraler Punkt des EKIB-Forschungsprojektes zu sehen. Dieses Vorhaben beabsichtigt, das 'Immersion'-Prinzip in seinen verschiedenen Ausprägungen einem breiteren Interessentenkreis nahezubringen. Die Bibliographie hat in diesem Zusammenhang Anstoßcharakter. Sie will Hilfestellung leisten, sie will den in der Wissenschaft und Praxis Tätigen die Arbeit und den Zugang zu Informationen erleichtern. Die Einbeziehung der kanadischen Publikationen hat zwei Gründe:

- die wissenschaftlichen Veröffentlichungen zeichnen das Immersion-Phänomen über einen langen Zeitraum lückenlos und umfassend nach; dies ist in der Geschichte der Fremdsprachenforschung einmalig;
- sie bieten eine Fülle von Informationen, die für den deutschen Leser anregend und aufschlußreich sein können.

Dies ist nicht so zu verstehen, daß hier für eine kritiklose Übernahme des kanadischen Modells plädiert wird. An deutschen Schulen sollen Formen bilingualen Unterrichts angestrebt werden, die den deutschen Bedingungen gerecht werden und keine Kopie kanadischer Schulverhältnisse darstellen. Für diese Zielsetzung ist eine [illegible] Arbeit und die erfolgreiche

Einführung bilingualer Modelle hierzulande kann es aber sehr nutzbringend sein, sich über die kanadischen Verhältnisse zu informieren. Gerade die Auseinandersetzung mit der Fülle der vorhandenen Literatur kann dazu beitragen, Fehler zu vermeiden und für die deutsche Situation die richtigen Entscheidungen zu treffen.
Daneben vermittelt diese Bibliographie erstmals einen Überblick über die vorhandene Literatur zum Thema 'bilingualer Unterricht' in Europa.

2. Inhaltliche Abgrenzung

Eine Bibliographie zum Themenkomplex 'Immersion und bilingualer Unterricht' kann nicht alle Publikationen erfassen, die bisher hierzu erschienen sind. Auch bei gründlicher Recherche sind bestimmte geographische Gebiete (v. a. die der ehemaligen Sowjetunion und der asiatischen Länder) nicht lückenlos zu erschließen. Daneben hat sich die Zahl der themenrelevanten Veröffentlichungen in den letzten Jahren so stark erhöht, daß eine bibliographische Bestandsaufnahme nur vorläufigen Charakter haben kann. Aus diesen Gründen ist das Setzen von Schwerpunkten eine schlichte Notwendigkeit. Eine inhaltliche Abgrenzung ergibt sich des weiteren aus dem Kontext, innerhalb dessen die Bibliographie entstanden ist. Bei vorliegender Bibliographie lassen sich drei Abgrenzungskriterien nennen:
a) Die erfaßten Titel sind geographisch vor allem auf Nordamerika und Europa konzentriert. Den größten Anteil nehmen die kanadischen Publikationen zum Thema 'Immersion' ein. Es liegt nahe, innerhalb des europäischen Kontextes den Schwerpunkt auf Deutschland zu legen.
b) Bei der Fülle der zu erfassenden Literatur muß ein zeitlicher Rahmen abgesteckt werden. Die nordamerikanischen Publikationen wurden ab dem Zeitraum 1968/69 aufgenommen. Dies korrespondiert mit den ersten wissenschaftlichen Veröffentlichungen zu den Themen 'Spracherwerb und Motivation beim Sprachenlernen im Immersion-Kontext' in Europa[illegible]

fanden Werke früheren Datums Eingang in die Bibliographie; es handelt sich um Publikationen, die Einfluß auf die Entwicklung des Immersion-Phänomens hatten oder grundlegend für verwandte Forschungsdisziplinen waren. Bei der europäischen (und insbesondere der deutschen) Literatur wird der zeitliche Rahmen durch die Sachlage determiniert: die meisten Publikationen erschienen im Zeitraum 1980 bis jetzt.

c) Die inhaltliche Abgrenzung orientiert sich an den Begriffen 'Immersion' und 'bilingualer Unterricht' (siehe Punkt 3). 'Immersion' ist im kanadischen Kontext ein Unterrichtskonzept für Schüler der Mehrheitssprache Englisch. Das gleiche gilt analog für Deutschland: hier haben sich die bilingualen Züge an den Gymnasien und an den Realschulen als Einrichtungen etabliert, die der Förderung fremdsprachlicher Kenntnisse "autochthoner Schülerpopulationen" (Masch, 1992, S.13) dienen. Für Deutschland wurde deshalb bewußt der Themenkomplex 'Sprachenproblematik der Einwanderer- und Gastarbeiterkinder und Lösungsstrategien' ausgeklammert. Dies hat nichts mit einer Geringschätzung dieser Thematik zu tun; die Einbeziehung des Bereiches 'Deutsch als Fremdsprache' würde eine vollständig neue Ebene öffnen, was weit über den Rahmen dieser Bibliographie hinausginge. Verständlicherweise gibt es hier Überschneidungen, so daß solche Titel, die sich nicht nur speziell mit der angesprochenen Thematik befassen, aufgenommen wurden.

Eine Beschränkung auf die Literatur, die nur die 'technischen' Aspekte von 'Immersion und bilingualem Unterricht' behandelt, wäre lückenhaft. Deshalb wurden wichtige Nachbarwissenschaften, die einen entscheidenden Beitrag vor allem zur Erforschung des Immersion-Phänomens leisteten, mit einbezogen. Es sind dies:

- Zweit- bzw. Fremdspracherwerb und Psycholinguistik;
- Gehirnforschung;
- Bilingualismus und bilinguale Erziehung;
- Kommunikatives Fremdsprachenlernen;

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- themenorientierter Fremd-und Zweitsprachenunterricht ('Content-based Language Learning').

Freilich war bei Beiträgen aus diesen Nachbargebieten eine stärkere Auswahl erforderlich. Sie geschah nach zwei Gesichtspunkten: es sind nur Standardwerke erfaßt, und die Titel sind eindeutig auf den Immersion-Kontext bezogen. Dies gilt vor allem für den Abschnitt 'kommunikatives Fremdsprachenlernen'. Es muß nicht betont werden, daß die für die Auswahl nötigen Entscheidungen subjektiv zu verantworten sind.

3. Immersion und bilingualer Unterricht - Gegenstand und aktuelle Schwerpunkte der Forschung

Immersion ist die bekannteste Variante des Prinzips, Sachunterricht in einer fremden Sprache zu erteilen. Der Begriff wurde für entsprechende Versuche in Kanada seit Mitte der sechziger Jahre verwendet. Das Longman Dictionary of Applied Linguistics beschreibt Immersion als:

> "a form of bilingual education in which children who speak only one language enter a school where a second language is the medium of instruction for all pupils." (Richards, Platt, Weber, 1985, S.135)

Genesee gibt eine differenziertere und umfassendere Definition:

> "Immersion is a form of bilingual education in which students who speak the language of the majority of the population receive part of their instruction through the medium of a second language and part through their first language. Both the second language and the first language are used to teach regular school subjects, such as mathematics, science, or physical education, in addition to language arts. The same subjects are never taught using both languages concurrently or during the same academic year. Different subjects are taught through the medium of each language. Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs in which one subject and language arts are taught through the second language are generally

identified as enriched second language programs." (Genesee, 1987, S.1)

Es gibt verschiedene Immersion-Varianten, die sich nach der Zahl der in der anderen Sprache unterrichteten Sachfächer und dem Zeitraum, in dem diese Fächer in der Zweitsprache innerhalb der Schulzeit unterrichtet werden, unterscheiden. Diese Kategorisierung differenziert zwischen:

- 'total immersion' (Einbezug samtlicher Unterrichtsfacher),
- 'partial immersion' (Einbezug nur eines Teiles der Facher),
- 'early immersion' (zu Beginn der Einschulung),
- delayed and late immersion' (Beginn zu einem spateren Zeitpunkt).

Daneben gibt es noch folgende Sonderformen:

- 'heritage language immersion' (nicht Franzosisch ist Unterrichtssprache, sondern eine Minderheitensprache, die im kanadischen Kontext vom Aussterben bedroht ist, z. B. Ukrainisch oder eine Indianersprache wie Mohawk);
- 'double immersion' (neben Franzosisch tritt noch eine dritte Sprache als Unterrichtssprache, namlich Hebraisch);
- 'activity-centered immersion' (hier werden im Rahmen des Immersion-Konzeptes neue individualisierte, handlungsorientierte Unterrichtsmethoden erprobt).

Die radikalste Form ist 'early total immersion'. Ursprunglich 'the home-school language switch' genannt (Lambert/Tucker, 1972), findet hier der Unterricht im Kindergarten und in den ersten zwei Klassen der Grundschule nur auf franzosisch statt. Die Schuler lernen Lesen, Schreiben und Rechnen in ihrer zweiten Sprache, bevor sie dasselbe auf englisch tun. Die Lehrer fungieren als einsprachiges Modell, d.h. sie sprechen nur Franzosisch. Zum franzosischen Sachunterricht kommt eine halbe Stunde franzosischer Sprachunterricht pro Tag hinzu .

Die einzelnen Varianten der vollstandigen Fruhimmersion unterscheiden sich hinsichtlich des Zeitpunktes der Einfuh-

rung des englischen Sprachunterrichtes voneinander (in der Regel in der zweiten oder dritten Klasse). Anfanglich wird Englisch nur verwendet, um englischen Sprachunterricht *('English language arts') zu erteilen (in der Regel eine* Stunde pro Tag). Ab der dritten Klasse bekommen die Schuler zusatzlich einen Teil des Sachunterrichts auf englisch. Ab dieser Jahrgangsstufe verdoppelt sich der Anteil des franzosischen Sprachunterrichts ('core French'). Schließlich reduziert sich der Anteil des franzosischen Sachunterrichts (einschließlich franzosischen Sprachunterrichts) auf 40% bis 50% am Ende der Primarstufe.

In vielen Orten gibt es auf der Sekundarstufe Anschlußprogramme, in denen Schuler bis zu 40% ihrer Sachfacher in Franzosisch wahlen konnen.

Immersion-Programme, die den Gebrauch des Franzosischen als Unterrichtssprache ab Klasse 4 oder 5 vorsehen, werden als 'delayed immersion' bezeichnet. In diesen Modellen findet in den ersten Jahrgangsstufen ein taglicher Zweitsprachenunterricht von 20 bis 45 Minuten statt, bevor partieller Immersion-Unterricht einsetzt.

Die 'late immersion'-Programme warten mit dem Einsatz des Franzosischen als Unterrichtssprache bis zum Ende der Grundschule oder dem Anfang der Sekundarstufe.

Das Immersion-Konzept entstand Mitte der sechziger Jahre in Montreal in der franzosischsprachigen kanadischen Provinz Quebec. Eine Gruppe engagierter Eltern war besorgt uber die geringe Wirksamkeit des traditionellen Zweitsprachenunterrichts Franzosisch, dessen Schwerpunkte auf der Vermittlung von Grammatikregeln und mechanischen 'pattern drills' lagen. Obwohl die Schuler 12 Jahre lang Franzosischunterricht hatten, waren sie am Ende ihrer Schulzeit nur unzureichend auf die sprachlichen Herausforderungen ihrer frankophonen Umgebung vorbereitet.

Eine verstarkte Frankophonisierung seit dem Ende der funfziger Jahre hatte Auswirkungen auf alle gesellschaftlichen Bereiche: wollten die anglophonen Jugendlichen beruflich erfolgreich sein, setzte dies solide Franzosischkenntnisse

voraus. Die Eltern forderten deshalb intensivere Kontaktmöglichkeiten mit der französischen Sprache in der Schule. Je früher diese Begegnung mit dem Französischen stattfände, desto besser müßten die Ergebnisse sein.

1965 wurde die erste Versuchsklasse in einem Kindergarten in St.Lambert, einem Vorort Montreals, eingerichtet.

Anfängliche Widerstände gegen dieses Vorhaben machten eine wissenschaftliche Absicherung notwendig: Psychologen der McGill University wurden gebeten, das Projekt zu evaluieren. Der Schwerpunkt des wissenschaftlichen Interesses lag in den ersten Jahren auf der Frage, wie die Entwicklung der englischen Sprachkenntnisse dieser Immersion-Schüler verlaufen würde, wenn sie ihren Anfangsunterricht nur in Französisch erhielten. Aus dieser begrenzten Fragestellung heraus entwickelte sich ein komplexes Evaluationsmuster, das auch die Entwicklung der französischen Sprachkenntnisse, die Fertigkeiten und Kenntnisse in den Sachfächern, die kognitive Entwicklung und Haltungsänderungen der Immersion-Schüler zu erfassen versuchte. Die Testergebnisse waren überwiegend positiv.

Obwohl in den ersten Jahren der Grundschule die formalen Leistungen im Fach Englisch signifikant niedriger waren als die der Kontrollgruppe, erreichten die Immersion-Probanden am Ende der Primarstufe das gleiche Niveau wie ihre englischsprachig unterrichteten Mitschüler. In der Entwicklung der Französischkenntnisse waren die Immersion-Schüler den Schülern, die den herkömmlichen Zweitsprachenunterricht Französisch besuchten, in allen Fertigkeiten überlegen. Der Vergleich mit frankophonen Kindern zeigte fast ebenbürtige Leistungen in den Bereichen, in denen das Dekodieren von Sprache im Vordergrund stand (Hör- und Leseverstehen). Bei den produktiven Fertigkeiten Sprechen und Schreiben schnitten die Immersion-Schüler nicht so gut ab wie die frankophonen Kontrollgruppen. Die Ergebnisse der Tests in Mathematik und den naturwissenschaftlichen Fächern bewiesen, daß die Immersion-Schüler genau so gut waren wie die englische Kontrollgruppe. Ähnlich wie bei den Englischkenntnissen war

hier ein Verzogerungseffekt zu beobachten: in den Anfangsklassen waren die Leistungen der Immersion-Schüler nicht so gut wie die der Kontrollgruppe; diese Defizite wurden aber im Laufe der Folgeklassen zügig wettgemacht.

Die kognitiven Fähigkeiten der Immersion-Schüler haben sich im Vergleich zur englischen Kontrollgruppe genauso gut, in manchen Fällen sogar besser entwickelt. (Lambert/Tucker, 1972; Parkin et. al., 1987; Genesee/Stanley, 1976; Swain/Lapkin, 1981; Lapkin/Swain, 1985, Holobow et. al., 1987; Andrew et. al., 1980; Pawley/Walsh, 1980; Cummins, 1979)

Heute sind die Immersion-Schulen ein wichtiger Bestandteil des Erziehungssystems in allen kanadischen Provinzen. Im Schuljahr 1990/91 besuchten 288 000 Schüler im ganzen Land diese Einrichtungen; das entspricht einem Anteil von 6% an der gesamten Schülerzahl und 11% der Schüler, die eine zweite Sprache lernen. (Commissioner of Official Languages, 1991). Dieser enorme Erfolg stellt neue Herausforderungen an die Schulbehörden und an die Wissenschaft. Die wichtigsten Problembereiche sind:

- Einrichtung von Folgeprogrammen auf der Sekundarstufe und an Universitäten;
- Erarbeitung verbesserter methodischer Konzepte zur Behebung sprachlicher Defizite im Französischen;
- Lehrerausbildung;

Um die zukünftigen Forschungsschwerpunkte definieren zu können, ist es notwendig, die Lücken und Defizite der bisherigen Immersion-Forschung zu identifizieren. Die Evaluation war überwiegend 'produktorientiert', es wurden lediglich Leistungen gemessen. Wie diese Leistungen zustande kamen, was im Unterricht passierte, entzog sich dem Forschungsinteresse. Die zukünftige Immersion-Forschung wird deshalb zwei Gebiete berücksichtigen müssen. Die Ergebnisse werden unter neuen Perspektiven gemessen werden und die Interaktion im Unterricht wird stärker in den Mittelpunkt der Evaluation rücken. Lapkin, Swain und Shapson listen die 'Produkt'-Bereiche auf, die re-evaluiert werden müssen:

- Englisch (einschließlich des optimalen Einstiegs der Sprachlehre);
- kognitive Effekte;
- Franzosisch (einschließlich sprachlicher Anforderungen im tertiaren Bildungsbereich und am Arbeitsplatz)
- andere Facher.
- Spracheinstellungen;
- Muster des Sprachgebrauchs;
- demographische Merkmale;
- Transferverfahren und -quoten;
- Eignung von Immersion fur alle Schuler.

(Lapkin/Swain/Shapson, 1990, S.641)

Ein zweiter Forschungsstrang wird sich mit ethnographischen Prozessen beschaftigen und verstarkt qualitative Methoden zur Beschreibung und Interpretation von Handlungsabläufen in der Schule heranziehen. (Tardif/Weber, 1987)

Spindler listet die wichtigsten Kriterien solcher ethnographischer Studien im schulischen Bereich auf:

- die Beobachtungen sind kontextualisiert;
- die Beobachtung erstreckt sich über einen längeren Zeitraum und ist wiederholend;
- die Ansicht des Beteiligten dessen, was ablauft, wird durch Ableitungen aus den Beobachtungen und verschiedenen Formen ethnographischer Befragungen (z. B. Interviews) sichtbar gemacht. Unterstutzt werden diese Beobachtungen durch technische Hilfsmittel (Kameras, Tonbandgerate, Video);
- der Untersuchende versucht zu verstehen, welches sozio-kulturelle Wissen die Teilnehmer mitbringen und im zu untersuchenden sozialen Milieu neu entsteht;
- der Untersuchende versucht Implizites und Dinge, die den Informanten und Teilnehmern in den sozialen Milieus verborgen bleiben, explizit zu machen (Spindler, 1982 S.6-7, zitiert nach Tardif/Weber, 1987, S.70).

Schließlich ist die Frage zu klaren, welche Rolle dem Lehrer/der Lehrerin zukommt. Es ist notwendig, die verschiedenen Kommunikationsstrategien, die von Lehrern angewa

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werden, und die Begleitreaktionen der Schüler zu beschreiben. Außerdem mußte untersucht werden, wieweit Lehrer im Immersion-Unterricht Strategien zur Verknüpfung von Sprache und Inhalt anwenden, um die Funktionalität der Sprache besser zu vermitteln. Wie kann Grammatik- und Diskurswissen (einschließlich Wortschatz) am besten in den Sachunterricht integriert werden? Damit hängt auch die Dichotomie zwischen analytischen und experientiellem Lehren zusammen. Wie müßte die analytische Komponente (also der englische und französische Sprachunterricht) aussehen? Wie kann man analytische und experientielle Techniken so miteinander verknüpfen, daß sie sich optimal ergänzen? Welche Fragetechniken führen zu längeren Schüleräußerungen?

4.Aufbau und Gliederung der Bibliographie

Am Anfang steht eine Übersicht von Publikationen aus verwandten Disziplinen, die entscheidende Impulse und Erkenntnisse zum Thema geliefert haben. Der Hauptteil der Bibliographie ist primär nach geographischen Kriterien geordnet. Dieses Prinzip greift allerdings bei Kanada zu kurz, wo die Fülle der dokumentierten Publikationen eine weitere Differenzierung notwendig macht. Der Immersion-Ansatz ist nur zu verstehen, wenn man die sprachliche und soziologische Situation Kanadas kennt. Für Interessenten, die sich einen Überblick über Immersion verschaffen wollen, ist der Abschnitt "Grundlagen und Standardwerke" gedacht. Ein herausragendes Merkmal der kanadischen Forschung ist die umfassende wissenschaftliche Evaluation der Leistungen der Immersion-Schüler. Die Untersuchungen lassen sich grob nach folgenden Schwerpunkten gliedern:

- Leistungen in der englischen Sprache und in den Sachfächern;
- Leistungen in der französischen Sprache;
- kognitive Entwicklung;
- Haltungen, Haltungsänderungen, Motivation.

Die Fülle der vorhandenen Literatur läßt nicht immer eine eindeutige Zuordnung zu. Manche Publikationen beschreiben zusammenfassend die Ergebnisse der Leistungsmessungen, andere konzentrieren sich auf einen der vorgenannten Teilbereiche. Grundsätzlich wurden die erstgenannten Titel in die Rubrik "Evaluation, allgemeine Forschungsergebnisse, Tests" aufgenommen. Handelt es sich um in Auftrag gegebene Forschungsberichte, scheinen sie im entsprechenden Abschnitt 3.9 auf. Verständlicherweise bleibt die sachliche Einordnung der Literatur in zahlreichen Fällen umstritten, weil die Grenzen fließend sind. Häufiger wurden Mehrfacheintragungen vorgenommen. Dieses Prinzip gilt auch für die anderen Abschnitte zum Thema 'Immersion in Kanada'.
Die restlichen Eintragungen folgen wieder dem geographischen Gliederungsschema.

5.Akzente der Bibliographie

Es fallt das quantitative Übergewicht der kanadischen Literatur auf. Von knapp 1300 Titeln entfallen etwas mehr als 800 allein auf dieses Land. Die Mehrzahl der kanadischen Titel besteht aus Forschungsberichten. Nimmt man die Aufsätze hinzu, die sich mit den Forschungsergebnissen im Detail oder im Überblick befassen, wird ein Charakteristikum der kanadischen Literatur deutlich: es handelt sich überwiegend um empirische Untersuchungen, die von Psychologen und Psycholinguisten durchgeführt wurden. Der Anteil der Publikationen, die einen pädagogischen oder methodisch-didaktischen Bezug haben, ist dagegen relativ gering. Erst in den letzten Jahren hat die Zahl der Titel, die zur letztgenannten Kategorie gehören, zugenommen.
Die deutschen und - bis auf einige Ausnahmen - europäischen Publikationen sind durchwegs deskriptiv. Sie befassen sich vorwiegend mit methodischen und unterrichtspraktischen Fragen, erörtern organisatorische Probleme und beschreiben verschiedene Modelle bilingualen Unterrichts. Hier wird der

fundamentale Unterschied zwischen der kanadischen und der deutschen Literatur deutlich: die kanadische Immersion-Literatur ist sehr stark psychologisch-empirisch geprägt, während die deutschen Publikationen fachdidaktischer und pädagogischer Natur sind.

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EKIB-INFORMATIONEN

Was ist EKIB?

EKIB ist das Eichstatt-Kieler Forschungsprojekt zu Immersion und bilingualem Unterricht, das seit Herbst 1990 lauft. (Leitung: Prof. Dr. Hans Hunfeld, Eichstatt, und Prof. Dr. Henning Wode, Kiel)

Was will EKIB?

EKIB will einen Anstoß leisten, das Prinzip des Lernens in einer fremden Sprache in Deutschland zu einer leistungsfahigen Bereicherung herkommlicher fremdsprachlicher Lehr- und Lernmethoden zu machen.

Was leistet EKIB?

Die Schwerpunkte des Projektes liegen auf der wissenschaftlichen Begleitung entsprechender bilingualer Versuche, der Einrichtung eines Netzwerkes zur besseren Kommunikation und Koordination und der Veroffentlichung von Publikationen zum Forschungsgegenstand. In Kiel wird das seit dem Schuljahr 1991/92 laufende Pilotprojekt 'Bilingualer Unterricht' an funf schleswig-holsteinischen Gymnasien begleitet. In Eichstatt wird das Netzwerk betreut, wobei der EKIB-Newsletter eine wichtige Funktion innehat: das Heft, das in unregelmaßigen Abstanden erscheint, dient als Forum des Austausches von Informationen und Erfahrungen fur an Fragen bilingualen Unterrichtes Interessierte. Mittlerweile wird der Newsletter an fast 400 Abnehmer/innen verschickt. Bisher sind drei EKIB-Hefte erschienen.

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